Facilitation Guide
for a
Policy Brief Write Shop

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Contents:

Purpose of the guide and the intended audience

The purpose of the guide is to support PfR country teams, or local partners and CSOs in producing policy briefs by facilitating policy brief writeshops. It supports the use of the Policy Brief Guidelines and Policy Brief Template.

What is a Policy Brief

For the purpose of advocacy, a policy brief is a concise summary of a particular issue, the policy options to deal with it, and some recommendations on the best option. Often, they can be defined as "Documents that outline the rationale for choosing a particular policy alternative or course of action in a current policy debate". It is written to support advocacy to government policymakers and other decision makers, who are involved in formulating, reviewing or implementing policy. For more information about policy briefs see the PfR Policy Brief Checklist.

What is a Policy Brief Write Shop

A policy brief write shop brings together people working on a particular program or with a shared objective, whether they are advocacy officers, community mobilizers, technical experts, program implementers, etc. In the write shop, issues are identified that could be addressed by changes in policy or policy implementation. The participants write a policy brief together, consolidating the recommendations into a shape that is informative and appealing to the decision makers who can take action to improve the situation. The write shop takes around 3 days, in which the participants

can produce a semi-final product. Often this still needs a little more research, organizational approval and design, before being ready to be shared.

Reasons to organise a Policy Brief Write Shop

While a lot of knowledge is usually readily available in the minds of people working on a program, it is often not documented. Where it is documented, it may not be documented in such a way that supports advocacy efforts to address solutions and solicit action from decision makers. Many people may not be used to writing about issues in the shape of a Policy Brief. Organizing such a write shop will allow them to learn together and to familiarise themselves with the structures and techniques of a policy brief. Importantly, by going through this process together, they will be successful in their attempt to write a policy brief, building confidence to write such policy briefs in the future.

Questions to ask yourself before organizing a policy brief writeshop

Before going through the hassle of organizing a policy brief writeshop it is important to consider whether producing policy briefs will help you advocacy efforts. The following questions can help in making that assessment.
- **Culture** around policy influencing - is written input useful for the decision/policy makers you are seeking to influence?
- **Stakeholders** - do you think the particular stakeholders you are targeting are they receptive to a policy brief and find it useful?
- **Participants** in the write shop - do they have a basic level of writing, policy analysis and advocacy skills that will enable them to write a policy brief?
- Advocacy **tool** - would the policy brief be an useful tool for the participants to have documented key recommendations, data and case studies that are useful to prepare for advocacy related events and meetings?

Structure of a Policy Brief Write Shop

The policy brief write shop has the following structure for the three days:

Day 1:
- Learn about what a policy brief is
- Determine the problem to be addressed in the policy brief
- Policy analysis to feed into policy recommendations
- Practice writing skills

Day 2:
- Learn about the structure of a policy brief
- Write draft 1
- Review round 1
- Start writing draft 2

Day 3:
- Finish writing draft version 2
- Review round 2
- Exercise to pitch the policy brief
- Write draft version 3 / final version
- Stock taking and planning of final steps to finish policy brief

- Dissemination strategy

Preparation for the facilitator

1. Define the objectives of the policy brief write shop

Example of objectives for a write shop:

Output:
 - Write 3 policy briefs
- Documenting progress made in the program (capturing results in case studies)

Skill development:
- Increase skills of participants on writing policy briefs & case studies
- Develop policy analysis skills by using the IRM Policy Checklist (guidance on how to use this checklist is beyond the scope of these guidelines but can be found in the checklist booklet itself under 'How to use this checklist' starting on p.10).

2.   Draft the agenda (example of an agenda in Annex 1)
        Critical things to keep in mind:

a.   Ideally there will be 3 writing sessions and 3 review sessions within the writing process for each document.
b.   Writing and reviewing is intense work, make sure to include energisers and some other exercises, for example a role play to pitch the main message of the policy brief to a decision maker.
4.   Think about any (external) expertise you may need:
 .   Some "specialist" of the policy and legal framework to give facts of policies and legislation
a.   Select relevant policies/legislation - if needed check with a policy/legal expert.

Preparatory instructions for participants

- Share a short-list of topics for policy briefs. This should be issues that have a high impact on communities/ecosystems and could be addressed by improving policies or policy implementation.
- Look up/print the policies relevant to this issue
- Gather evidence/background information about the issue that can be used to show that action is needed from policy/decision maker.

Material	Description	Location
Materials available with this guide **Available in the PfR Library via links provided**		
Guidelines		
Policy Brief Guidelines	Step by step guide to writing a policy brief	https://library.partnersforresilience.nl/?r=429
PPTs		
PPT on policy briefs and case studies	Slides explaining what a policy brief is, what a case study is and the difference between them.	https://library.partnersforresilience.nl/?r=417
PPT on Write Smart	Slides on how to write well and exercises	https://library.partnersforresilience.nl/?r=419
PPT more in-depth on policy briefs	Structure of policy briefs and writing tips	https://library.partnersforresilience.nl/?r=418
PPT on one minute message	Slides taking participants through the preparation of the one minute message to pitch their policy brief	https://library.partnersforresilience.nl/?r=430
PPT on Dissemination Strategy	PPT on strategies to support the policy brief will achieve impact.	https://library.partnersforresilience.nl/?r=427
Exercises		
Write Smart Exercise A	Table to identify the message, reader and reader's questions of a policy brief or case study. This Exercise shows an example based on the Mangroves Restoration.	https://library.partnersforresilience.nl/?r=420
Write Smart Exercise C	Scheme based on the table from exercise A to identify message, reader's questions and fill in answers to use in policy brief or case study.	https://library.partnersforresilience.nl/?r=421
Templates		
Policy Brief Template	Policy Brief Template with cutting lines for exercise 1 in PPT on policy briefs.	With cutting lines for exercise: https://library.partnersforresilience.nl/?r=423 Clean version: https://library.partnersforresilience.nl/?r=428

Examples of policy briefs		5
Mangrove restoration: To plant or not to plant?	Policy brief from WI on Mangrove restoration.	https://library.partnersforresilience.nl/?r=425
Policy Brief Wetlands and DRR	Policy Brief with cutting lines for exercise 2 in PPT on policy briefs.	With cutting lines: https://library.partnersforresilience.nl/?r=426 Clean version: https://library.partnersforresilience.nl/?r=424

Day 1 (6,5 hours of work excluding breaks)

On day one:

1. **Introduction of participants** (suggested time 15 mins)

Use any appropriate (ideally playful) activity to introduce participants to each other, such as : '2 truths and 1 lie'. In this activity each participant shares 3 facts about themselves with the group, 2 are true and 1 is a lie and the other participants need to guess which is the lie.

You can ask a couple of questions to the group to get a sense of who they are - answer with your feet. E.g. Geographical spread in the country, size of the organisations they work for. For ideas for other ice-breaker exercises check out the games page on the Climate Centre website:

https://www.climatecentre.org/resources-games/games

2. **Introduction of the programme and country context** (suggested time 15 mins)

Go through the agenda, the objective of the write shop. Ask participants about their expectations, write these on a flip chart and let them know which expectations will likely be met and which may not be met.

3. **Introductory presentation on policy briefs and case studies** (suggested time 20 mins)

Objective: Introduction policy brief/case study – what is a policy brief and a case study?
Method: plenary presentation with opportunity for questions
Materials needed: projector, example powerpoint presentation can be found in the PfR library (name of the file or link to this file).

Outline of the presentation:

- Policy brief
    - Inventory of experience in the room in writing and reading policy briefs
    - Show an example of a policy brief (Best is to print them but you can also show it on a projected screen)
    - What is a policy brief?
    - 2 types – advocacy brief (persuasion), objective brief (informing)
    - Purpose - why write a policy brief?
- Case studies
    - Inventory of experience in the room with writing and reading case studies
    - PfR template or organisation format
    - Why? Evidence, process, replication
    - Explain what it should be
- Comparison between case study and policy brief: case study is more descriptive/illustrative with more human interest angle (awareness understanding), policy brief is more persuasion on what to do – influence decision making.

4. **Exercise 1: Identifying the issue** (suggested time 30 mins)

Objective: To ensure focus of the policy brief and to address a relevant problem in the area the participants are working in. This exercise also helps to make sure the policy brief does not become too abstract but is connected to the impact of problems for communities and ecosystems.
Method: Small groups of participants determining the problem that will be addressed by their policy brief (one policy brief will be produced by each group).
Materials needed: Flip chart paper

Facilitation notes:

- Ask the participants to discuss, within their small groups and based on the preparations, the problems that the policy brief could address. As a group they should select the one that they want to work on.
- The participants then write / draw these problems on a flip chart paper. Ask each group to present the problem/issue they will be addressing in the policy brief.
- Other participants can ask questions of clarification to make sure they understand the problem that is being presented.

Please NOTE: These problems should be about the impact on communities, livelihoods, ecosystems. So even if there is a problem in the policy, e.g. it focuses only on rescue and relief and not on disaster risk reduction, the actual problem is that when disasters happen, the people living in areas that are not well-prepared have more incidences of drowning, loss of livestock, etc.

5. Exercise 2: Identifying relevant policies and policy analysis (suggested time: 2,5 hours)

Objective: Identifying the relevant policies related to the issue/problem identified in the previous exercise. Following, within the selected policies, gaps should be identified.
Method: Small groups of participants determine and select the relevant policies and by using a quick scan will identify the gaps in each of these policies.
Materials needed: flip chart, IRM law and policy checklist policy quick scan, markers, printed policies.

Facilitation notes:

1. **Step 1** (30 mins) - Have each team create an association web; writing the main identified issue/problem in the middle and come up with all policies relevant to this issue.
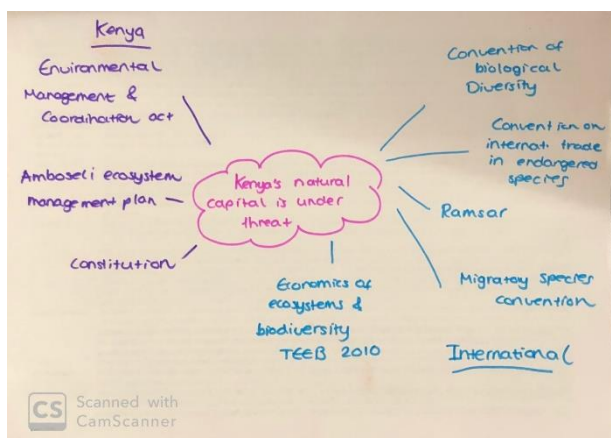
Think about the different relevant levels of policies - this could be international and national policies, or national and district/regional level. Ensure the level of policy addressed is in line with the topic and stakeholders targeted with the policy brief (e.g. if a district level policy

change is needed but the policy makers targeted are at the national level there is a mismatch between the problem identified and the solutions the targeted stakeholders could influence).

2.   **Step 2** (30 mins) - After this, prioritise the top 1-3 policies that you want to address in your policy brief. Prioritisation can be done on the basis of which policies have the most impact on the issue, whether that policy is currently under review, whether there are existing connections to and knowledge of decision makers who are interested in improving its quality and implementation, etc. (Ensure the participants really prioritise and select, so the policy briefs become effective and focused.)

3.   **Step 3** (1,5 hours)- Print the selected policies and read through them while highlighting the main issues in the policies. This can be used as a starting point in identifying the policy gaps to be addressed in the brief.

NOTE: The IRM law and policy checklist policy quick scan can be used for screening the policies (Quick scan starts at page 33).

> Divide the work between the participants and/or groups to ensure all policies are read and the main gaps have been identified after the session.

6. Write smart presentation and exercises (suggested time: 1,5 hours)

Objective: Provide writing tips, boost writing confidence, and do some exercise that will make it easy to start writing a policy brief.
Method: Powerpoint (available in the PfR Library) and 2 exercises
Materials needed: laptops, word docs of the exercises can be downloaded from the PfR Library

Facilitation Notes:

1. Present the powerpoint
2. Ask participants to do the exercises in small groups (description of exercises can be found in the PPT and schemes are copied in below and can be downloaded from the PfR Library

Exercise 3 (Writesmart Exercise A): Knowing why you are writing - including identification of stakeholders

Document type	Purpose	Policy gaps (policy brief only)	Reader / stakeholder	Readers' / stakeholder questions	Main Message / ask
Policy brief on (issue/problem):	To convince policy makers of the solution	What are the policies applicable (incl DDMP)? What can the policy (or implementation/governance of the policy) do to address the problem?	Specific government departments (what level?)	- Why should I do this? - Is it effective? - Does it contribute to the national development goals?	What should the policy maker know & do after reading your policy brief
Policy brief on the importance of correct mangrove planting	To convince policy makers to use mangroves for coastal protection in the right way	Mangrove plantation policy does not take into account the reuirements for sustainable mangrove planting	Department of Natural Resource Management, Department of Water, Department of Infrastructure	- Is mangrove planting more effective than grey solutions like a dike/embankment? - Is it more expensive? - Who can implement mangrove restoration? - What are the effect on local businesses and livelihoods? - How is it contributing to the national	Mangroves are cost-effective environmentally friendly protection against floods and tsunamis, salt water intrusion, coastal erosion. Plant mangroves in an appropriate way e.g. using permeable structures to trap mud.

Exercise C – Creating a story board

Purpose	
Reader/Stakeholder(s)	
Reader/Stakeholder(s) main questions	Q.1. Q.2. Q.3. Q.4.

Main Message

Q. 1   Q. 2   Q. 3   Q. 4

M.1   M.2   M.3   M.4
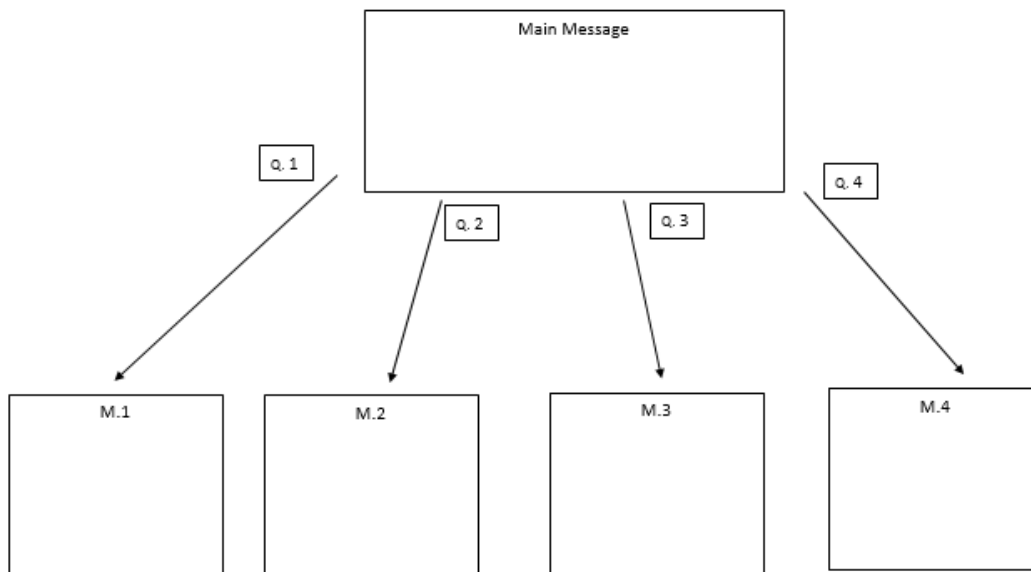
Day 2 - (6,5 hours of work excluding breaks)

1. **Recap of Day 1** (suggested time: 15 mins)

Start with a recap of the first day by asking the group the following questions. Anyone can answer.

1. What are the two types of policy brief?
   Advocacy and Objective
2. What is the main purpose of a policy brief brief?
   To influence decision making on a specific topic
3. How long should a policy brief be?
   2-4 pages (maybe longer with pictures)
4. What is the main difference between a policy brief and a case study?
   Policy brief is objective/factual whereas a case study can be subjective / appeal to people's emotions.
5. What is the main purpose of a case study?
   To describe a particular issue / situation using a human interest story or quotes
6. What types of documents can you use the write smart approach for?
   Reports, emails, policy briefs.
7. How many poles (elements) does it take to build a tent in the write smart approach? Bonus point for naming them.
   5 (1. Know who you are writing for, 2. Get your main message clear, 3. Create sections that answer your readers questions, 4.write powerful paragraphs, 5. Write snappy sentences)
8. What are three tips for writing good paragraphs?
   1. Empowering/inclusive language   2. No jargon   3. Human scale statistics

2. Exercise on the structure of a policy brief (Suggested time: 1,5 hours)

Objective: Familiarize participants with the structure of a policy brief

Before starting the writing process it is important that participants are aware of the structure of a policy brief and know which key components it contains. This is to prevent them from writing 'as usual' in for example a more passive style, report type writing or academic writing. Doing this exercise will take some time but it will make the rest of the writing process much smoother.
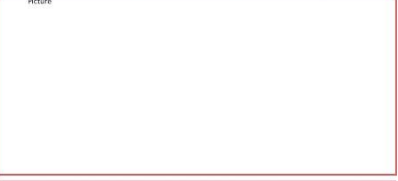
Method: Small groups

Although the Policy Brief Template gives a certain order - some sections can of course be switched around. The most important is that the Key Recommendations come on the first page with the Title and Summary. Why? If a decision-maker only reads the first page of the brief he/she should get the main message of the brief.

Materials needed:
- Printed Policy Brief Template, printed one-sided, one print per group, sections cut up.
- Printed relevant Policy Brief, printed one-sided, cut up according to sections. This one works very well:
  https://www.ramsar.org/sites/default/files/documents/library/rpb_wetlands_and_drr_e.pdf
  Two observations you could share with the participants:
  1. There is a section at the end 'Limitations and further research' which is rather academic and not needed for a policy brief.
  2. The pictures are nice but not very relevant to the text.
- Flip chart paper
- Blue tag/something sticky

Policy brief template with cutting lines in red:

Step 1: policy brief template

Facilitation:
- Provide each group with a cut up Policy Brief Template. (It can be advisable to mix the cut ups, so that participants can't figure out the order by seeing which pieces 'fit' according to the cutting line (never underestimate your participants!).
- Ask each group to put the sections in the order they believe is correct.
- Ask the participants to stick the sections on a flip chart.
- Once the groups are finished ask each group to present their order. The other groups can ask questions / give feedback.
- Remind groups that the key recommendations should be at the top / first page of the brief and not at the end.

Questions to expect:
- Q. What is the difference between the sections Policy Recommendations on the first page and prospects for the future/recommendations towards the end of the document.
  A. The policy recommendation section on the first page demonstrates in short sentences and bullet points the main policy recommendations that will be argued for in the policy brief. This section serves as a snapshot of the policy briefs that stakeholders can read in 30 seconds. The prospects for the future/recommendation section towards the end of the document explains in more depth the proposed action to be taken. It explains why your solution is the best, includes the potential negative side effects of your proposal and why these are not important, it might address other options and explains why these other options are not the best.
- Q. Why include key recommendations and summary at the beginning of the first page?
  A. These sections serve as a snapshot of the policy briefs that stakeholders can read in 30 seconds. It ensures that stakeholders will be able to digest the buy in and aim of the policy brief in 1 glance.
- Q. What are the different ways of using the case story section?
  A. To showcase an example of good practice and convince people to replicate and use the demonstrated approach, results or evidence. Or to demonstrate the (implementation, governance of a) policy that is not working, is not effective at the moment.

Step 2: Matching the template with an existing policy brief

The second step of the exercise is to cut up an actual policy brief (preferably one that is relevant to the group and that follows more or less the order of the template to avoid confusion) such as the "Wetlands for disaster risk reduction: Effective choices for resilient communities" policy brief.

Facilitation:
- Provide each small group with the cut up version of a real policy brief.
- Ask participants to match the sections of the real policy brief to the sections of 'their' policy brief template, by sticking them next to the template sections on their flip chart paper
- Once the groups are finished, present the actual real policy brief section by section so groups can check how well they have done.
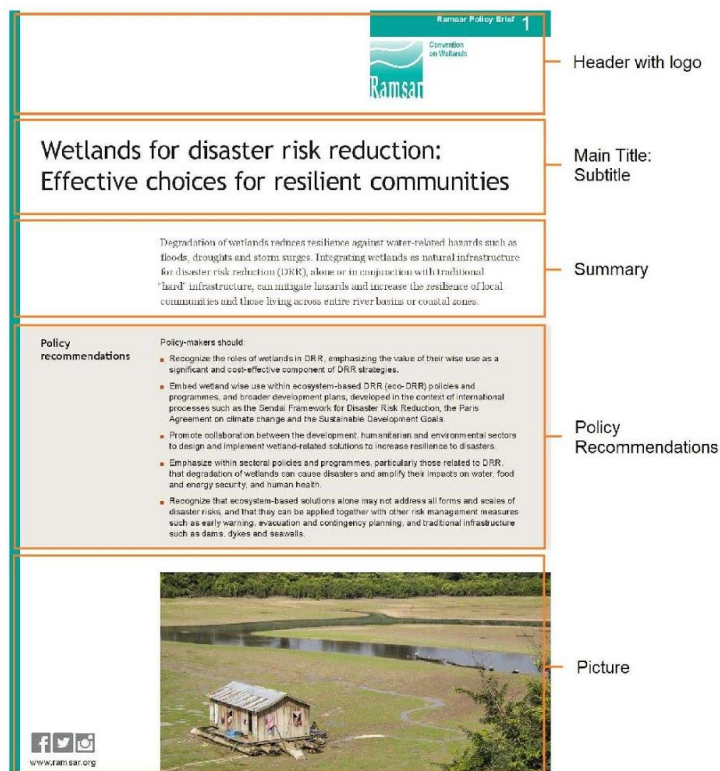
The issue

Across the world, natural disasters continue to have a severe impact on people, their livelihoods and their environment. Over 90% of natural disasters are caused by water-related hazards such as floods, droughts and storm surges. Climate change is increasing the frequency of the extreme weather which causes these hazards. From 2006 to 2015, the percentage of lives lost due to weather- and climate-related disasters increased to nearly 49% of all lives lost to natural hazards in that period, up from around 40% in the previous decade.

Disasters and the associated fatalities, losses and damage often result from poor decisions and actions that make hazards more severe and communities more vulnerable to their impacts. There is a need for better integration between environmental, development and humanitarian actors, to enable effective prevention, response and recovery.

Wetlands are natural water infrastructure, which can help to mitigate the physical impacts of hazards. The services which healthy wetlands provide, including food and clean water, can mitigate the humanitarian impacts of disasters, enhancing the immediate coping capacities of communities and their sustainable long-term recovery.

Wetlands provide multiple benefits and services. For example:

- Inland wetlands collect and hold water during floods, and release it gradually, regulating water flows and ensuring consistent supply. Many wetland types, such as fishponds and rice paddies, also contribute to food production.
- Coastal wetlands such as mangroves provide spawning and feeding grounds for fish, providing food and livelihoods; they also act as buffers against storm surges.
- Healthy peatlands store carbon and thereby mitigate the impacts of climate change.

However, the value of wetlands in countering disasters is seldom understood, and they are too rarely considered in DRR policies and programmes. Despite the many benefits which wetlands provide, more than 64% of the world's wetlands have been lost since 1900, and wetland loss and degradation continue at alarming rates around the world, contributing to lower resilience to disasters.

— Introduction

Why wetlands are important for DRR

The sustainable management of wetlands, and the restoration of those which have been degraded, can help reduce the impact of hazards and help communities recover from disasters. Wetlands can also work effectively alongside traditional "hard infrastructure" to enable such resilience.

Studies have shown that it is often more cost-effective to invest in the conservation of these ecosystems than in constructing hard infrastructure. A recent review of nature-based DRR projects, including 12 mangrove projects, found that mangrove management costs from two to six times less than submerged breakwaters, the most commonly used alternative. This figure does not take into account the added benefits which mangroves provide, such as food, timber, medicines, habitat and nurseries for fish and other wildlife.

- The storm protection value of coastal wetlands lost in the State of Louisiana (United States of America) before and during Hurricane Katrina in 2005 has been estimated at USD 850 million per year. Following Katrina, the State and the City of New Orleans have adopted a multi-pronged approach to increase the city's resilience to sea level rise, hurricanes and river flooding. Wetlands such as marshes have been restored to act as buffers between the sea and the city.
- The Netherlands, as part of the 'Room for the River' initiative, has restored the natural floodplains of the Rivers Ijssel, Rhine, Lek and Waal, to reduce the impact of floods and improve overall water and land management.
- The storm protection benefits of mangroves in southern Thailand have been valued at USD 10,821 per hectare. At the Krabi River Estuary Ramsar Site, mangroves are being restored to protect vulnerable coastal communities against tropical storms, as well as to mitigate the effects of sea-level rise.
- In Hubei Province (China), lakes and marshes have been reconnected to the Yangtze River to reduce flood impacts. The restored wetlands have led to an increase in fish stocks and improved water quality for local communities.
- The degradation and draining of peatlands, coupled with El Niño Southern Oscillation drought conditions, resulted in devastating fires which swept through Indonesia and South-east Asia in 2015 and 2016. In response, Indonesia created the Peatland Restoration Agency to restore five million acres (two million hectares) of peatlands.

— Background

Ecosystem-based DRR approaches within global agreements

Conservation and wise use of wetlands is increasingly recognized as a part of the 'eco-DRR' approach. Eco-DRR entails the sustainable management, conservation and restoration of ecosystems to reduce disaster risk, with the aim of achieving sustainable and resilient development.

The Ramsar Convention, the Convention on Biological Diversity and the Paris Agreement, as well as global policy frameworks such as the Sendai Framework on Disaster Risk Reduction and the Sustainable Development Goals, clearly recognize that nature-based solutions for reducing disaster risk are vital for a sustainable and secure world. The Sendai Framework explicitly recommends taking into account the role of ecosystems, including wetlands, within disaster planning. There is an urgent need to apply these instruments through concrete actions, to increase global efforts and scale up investments in wetland conservation and restoration.

— Current policy: Global level

Integrating wetlands within national DRR strategies

Assessment and communication of the potential contributions of wetlands to reducing the impacts of hazards can strengthen the case for the integration of wetland management into DRR planning. By combining 'natural' and 'hard' engineering techniques, the needs of different sectors and stakeholders regarding water, energy, food security and human health can be addressed.

A growing number of national governments are integrating wetlands within national policies and plans for DRR, such as the Philippines' disaster prevention and recovery programme, and India's National Disaster Management Plan.

For wetland solutions to contribute effectively to DRR the following should be considered:

- Development, humanitarian and environmental agencies should collaborate to ensure that their management frameworks and actions are coherent.
- Wetlands and the benefits they provide should be taken into account within disaster risk assessments. Their impacts should be considered across entire river basins or coastal zones, rather than within administrative and political boundaries.
- Relevant links between development planning and land use changes, wetland degradation and disaster risk patterns should also be taken into account, building on or promoting transboundary cooperation.
- Wetland managers should recognize that wetlands and the ecosystem services they provide are themselves vulnerable to disasters as well as the impacts of climate change. Analysis of these vulnerabilities should be incorporated into wetland site management plans and response options. This would support adaptive management and help minimize adverse impacts that may undermine the contributions of wetlands to disaster resilience, response, recovery and reconstruction.
- Rapid environmental assessments conducted after a disaster should consider options for wetland restoration as a contribution to environmental recovery, reconstruction and future resilience.
- Assessment of immediate and longer-term costs, benefits and trade-offs for different risk management scenarios should fully capture gains or losses in wetland service provision that impact on disaster risk and resilience. Mapping the full range of ecosystem services and values of wetlands, including their role in DRR, can inform this process.

— Current policy: National level

Policy considerations for effective integration of wetlands in DRR strategies

Put in place enabling policies and legislation. Integrating wetland considerations and other ecosystem-based approaches in long-term visions and national development plans can provide an enabling environment. Combining top-down and bottom-up approaches, and including traditional, indigenous and local knowledge, can make policy-making more effective. Gender mainstreaming should form a significant aspect of integration of wetlands in DRR.

Include wetland indicators within monitoring systems for global processes. Wetlands and DRR should be integrated in national policies and measures to implement them in the context of the Sendai Framework, Sustainable Development Goals and the Paris Agreement. The inclusion of wetland-related indicators can link implementation of the Ramsar Convention and its Strategic Plan for 2016-2024 to track progress on these mechanisms.

— Prospects for the future Recommendations

3. **Continue with: More in-depth presentation on Policy Briefs** (suggested time: 30 minutes)

4. **Participants are ready to start/continue writing!**

Writing session 1 (suggested time: 1,5 hrs)

This is where participants sit down in small groups and write the different sections of the policy brief. Having learned about the structure of a policy brief and seeing some examples of what the different sections could look like and what should be in them will help to get started. This way, each person works (alone or in pairs) on one section at a time, which is just a few paragraphs. By 'chopping up' the work in these sections and tackling them simultaneously as a team, progress can be quite fast.

One and a half hours should be enough for the small team to come up with a first rough draft of all different sections.

- Ensure groups divide the writing tasks so that everyone is involved and not just one person is writing (for time's sake and for participation's sake)
- Do regular check-ins during writing sessions, including asking participants to give an update on where they are with their writing and any challenges to maintain focus on the task

5. **Feedback session 1** (suggested time for plenary feedback session: around 20 minutes per policy brief, going through each brief section by section).

General facilitation feedback session

- After one hour / one and a half hours of writing, do a review session. The first one can be done in plenary so that everyone is aware of the content of the Policy Brief and can be inspired by each others feedback.

- Alternate the format of review sessions from reviewing everyone's work together in plenary to reviewing separately in small teams to keep people engaged in the process.

6. Writing session 2 (suggested time: 1,5 hrs)

Now that the first rough draft is there and feedback has been given on it, 1,5 hour should be enough to get to the next draft, including some online research if needed.

Depending on how much time is left on this day, you can add another writing session, for the small teams to start incorporating the feedback and iron out the text in the draft or do additional research to add relevant data to the policy brief.

Day 3 - finalizing policy briefs (6,5 hours of work excluding breaks)

1. **Continued writing session 2 (30 mins - 1,5 hour)**

Time depends on the status of the briefs and whether participants feel ready for the next feedback round.

2. **Feedback session 2 (1 hour)**

In the second feedback session, you can ask the small groups to give their laptop to another small group who will have a critical look at the text and add comments and suggestions in track changes.

3. **After lunch: Exercise 3 "One minute message" (suggested time: 1 hour)**

Objective:
- To be able to explain your message very clearly.
- To persuade policy makers to action.
- To be prepared for any chance important meeting.

Method: Individual preparation of the messages based on policy briefs being written. Divide into small groups with around 6 people to take less time and appoint one facilitator per group. One person presents their one minute message, one other person is the decision-maker receiving the message.

Materials needed:
- PPT on one minute messages.
- Stopwatch/phone to time the messages.
- Optional: small prize for the best message / messenger

Facilitation notes:
- Start with the PPT presentation to explain the purpose of the exercise. Leave the slide with the
- components of the message visible on the projector:
  - Introduction
  - Main message
  - Evidence
  - Example
  - Action desired
- Allocate 10 minutes time preparation for each individual to formulate the pitch.

- Divide the larger group into smaller groups of around 6 people. Give each group one of the participants the facilitator role and ask them to guide the small group in the following way (the main facilitator can roam around the groups and help out where necessary).
- In these small groups, each individual starts by explaining who they are addressing (which policy maker / decision maker) and someone from the group volunteers to play the role of that person.
- Each individual then takes it in turn to deliver the message to the policy maker. The policy maker can decide the setting (e.g. conference, workshop, elevator, street, supermarket, cultural festival).
- The facilitator is in charge of timekeeping on the stopwatch or phone, and gives a sign when 20 seconds are left.
- After the message delivery in the small groups:
    - First ask the person who delivered the message about their experience.
    - Then ask the person who received the message to share their feedback.
    - Then ask the rest of the group for feedback and check all the components of the message were included (including the action point).

After all the messages and feedback have been delivered you could ask the participants of each group to vote for the best messenger / message and then let the winners deliver their message again in the big group. The best message / messenger gets a small prize.

4. Final writing session (suggested time: 1 hour)

- Ask participants to finalise as much as possible their policy brief
- Ask them to keep track of things (like research, approvals, design, print etc.) that still need to happen after the writeshop and write them down and add a planning/timeline for execution.

5. Dissemination Session (suggested time: 1 hour)

Objective: Make participants aware of having a dissemination strategy to ensure the products created will be used and that there is a plan for how to use the documents.
Method: Presentation and open discussion with sharing of the participants
Materials needed: projector, powerpoint presentation

Facilitation notes:
- Use the powerpoint in the PfR Library to discuss challenges in distribution.
- Ask participants to share what they would do in the 'What if…' situations described in the powerpoint.
- Ask participants to identify whom in their organization (communications department / director / programme staff) they need to engage with for dissemination of materials.

6. Status review exercise (suggested time: 45 minutes)

Objective:
- Get an idea of how far participants are towards finishing the policy brief
- Plan to finish the policy brief including actions and timeline
Method: Interactive session, some space is needed for people to line up.
Material needed: three different coloured post it notes (traffic light colours like green, orange and red/pink are best) , space.

Facilitation notes:

- Stick post it notes on the floor in a line with about a meter distance between them. On the first write 10%, the second 20%, the third 30% and so on, until you have a line from 10 to 100%.
- Explain that the line represents how far each group is with finalising the policy brief. 100% means it is ready to go to the designer and printer. 90% means it may need one more picture and approval from the director. 80% means a little bit of research is still needed, plus approvals. 70% means some research is still needed, plus some pictures and graphs, plus approvals. 60% means quite a bit of research and writing needs to be done as well as pictures, graphs and approval. Etc. (Most groups by this point will be at 70% or higher).
- Ask each group to discuss and put themselves somewhere on the line. This should give you a clear idea of how far along the policy briefs are.
- Give each person a one colour of post-it note and ask them to write something they still want to improve about their policy brief.
- Ask a few people to share what they've written on the pink post it.
- Give each person a different coloured post-it note and ask them to write down something they like a lot about their policy brief.
- Ask a few people to share what they've written on the green post it.
- Give each group (one per policy brief) an the remaining colour post it note and ask them to write the action points that they still need to do to finish the policy brief and a timeline to do them. Discuss who is going to follow up when, to make sure the policy briefs are finalised.
- Ask each group to share their actions and time line with the group.

This is the end of the policy brief write shop - one additional day can be added to work on case studies, see below.

Day 4 - Case studies

1. **Introduction case studies (suggested time: 45 minutes)**

In general, participants may be more familiar with case studies and have more experience in reading and developing them. It is good to check this at the beginning of the workshop, or at the beginning of the session.

Objective: introduction to what is a case study, the types of case studies, the structure of case studies. Prepare the group to start writing!
Method: interactive presentation
Materials needed: projector, powerpoint can be found in the PfR Library

Facilitation notes:

Outline of the powerpoint presentation:
- General introduction
- Types of case study:
  - Explorative
  - Illustrative/descriptive - work most on these
  - Explanatory
  - Critical
- Content structure
- Length of case study

Division of case studies in the groups, two different methods:
- Identify the needed case studies before the workshop
- Have the groups choose their own case studies based on their knowledge and policy briefs they have written the days before.

2. **Writing session 1** (suggested time: 1,5 hrs)

To start the writing process:
- Start with the exercise to identify the issue, purpose, reader, readers questions and main message of the case study.

Who are you writing for, and why?

Document type	Purpose	Policy gaps (policy brief only)	Reader / stakeholder	Readers' / stakeholder questions	Main Message / ask
Policy brief on (issue/problem):	To convince policy makers of the solution	What are the policies applicable (incl DDMP)? What can the policy (or implementation/governance of the policy) do to address the problem?	Specific government departments (what level?)	- Why should I do this? - Is it effective? - Does it contribute to the national development goals?	What should the policy maker know & do after reading your policy brief
Policy brief on the importance of correct mangrove planting	To convince policy makers to use mangroves for coastal protection in the right way	Mangrove plantation policy does not take into account the reuirements for sustainable mangrove planting	Department of Natural Resource Management, Department of Water, Department of Infrastructure	- Is mangrove planting more effective than grey solutions like a dike/embankment? - Is it more expensive? - Who can implement mangrove restoration? - What are the effect on local businesses and livelihoods? - How is it contributing to the national	Mangroves are cost-effective environmentally friendly protection against floods and tsunamis, salt water intrusion, coastal erosion. Plant mangroves in an appropriate way e.g. using permeable structures to trap mud.

- Share the case study template and get to writing!

3.   Review session 1 (

Ideally there should be several review rounds for the case studies as well, depending on the amount of days of the workshop.

You can repeat the end of the day/status review exercise used with the policy briefs to check how close to completion people are with their case studies and what actions they need to take to finalise them.

Annex 1 Sample Agenda from PfR India writeshop

Objectives of the workshop:
- Develop policy brief using guidelines
- Training CSOs on writing case studies
- Developing skills to use the IRM Policy Checklist
- Documenting progress made (capturing results in case studies)

Revise and update existing case studies from 2016-2018?

Products to be developed:
- X draft policy briefs
- X case studies (proof of concept)

For whom is this workshop organized/designed:
- Partner CSOs
- Non-contracted CSOs working in the same landscape

Total around 30 ppl. (e.g. produce 1 policy brief per small group of 4 or 5 participants)

Dates: Second Week of October (7-11) (3 to 4 days)

Agenda:

Day 1 (Monday): How to use the IRM checklist for revising DDMP (District Disaster Management Plan) How to revise GPDP (Gram Panchayat Development Plan) for integrating IRM Skills training			
Time	**What**	**How/working method**	**Facilitator/note taker/time keeper**
09:00 - 10:00	Introductions/setting the scene, expectations	Brief introduction, what is a policy brief, what is a case study	Intro - Dushyant (icebreaker) What is policy brief - Sille /case study - Nicola
10:00-10:15?	• Brief overview of the policy briefs and case studies to be produced (goal of the meeting - to keep an eye on the prize throughout the week) • Agenda plan for the week	Write on flip charts the topics of the policy briefs and case studies	Dushyant
10:30 - 11:00	Coffee break		

Time	What	How/working method	Facilitator
11 - 12:30	1. What is the issue/problem the policy brief will address? 2. Which DDMP/GPDP other policy is applicable to this issue/problem?		Dushyant
12.30-1:00	Use the IRM Checklist to identify gaps in the applicable policies		Dushyant
1:00 - 2:00	Lunch		
2:00 - 4:00	For whom will you write the policy brief or case study: • Which stakeholders influence the issue/problem, the (revision of the) applicable policy and its implementation? • What are the questions these stakeholders have about the topic you are writing about (and should thus be answered in your policy brief/case study)? • Stakeholder analysis/mapping (audience) Case studies: Proof of concept of IRM (national stakeholders - Asian ministerial conference 2020)	Short presentations of CSOs that have experiences in the stakeholder mapping and with the stakeholders (which was part of CS2020) Exercise A: Oxfam Smartwrite	Participants share
4:00 - 5:30	Writing skills + homework for field trip excursion	Based on Oxfam Writesmart exercises	Nicola

Day 2 (Wednesday): policy brief gaps building on guidelines			
Time	**What**	**How/working method**	**Facilitator**
Morning 09:00 - 10.00	Recap of Monday	Present 'homework' writing task from field trip?	Participants share
10:00 - 11:00	Exercise X on the structure of a policy brief Go through the guidelines step by step (per	- Introduction / Background What is the problem? What is causing the problem? What are the effects? Why is it important? How can we deal with it?	Sille + Joséphine

	section of the checklist)	- Current policy/legal framework/regulations & Gaps What is the current policy, legal framework and regulations surrounding this problem? What are the future options for these policies/regulations? What is the effect of the current or future policies/regulations? What are the advantages or disadvantages of each option? - Case study to illustrate the problem - Prospects for the Future / Recommendations-	
11:00 - 1:00	Inventory and Writing session	In small groups go through the sections of the policy brief and check which information should go where as well as which information is available (what do we have), see if any information/data gaps can be easily filled (by google for example).	
1:00 - 2:00	Lunch		
2:00 - 2:15	Energiser	Word association game	Nicola + Rezky
2.15 - 4:30	Writing session	Oxfam Write Smart Exercise E & Write the first draft	Participant small groups
4:30- 5:30	Review round 1	Small groups review together the first drafts and give feedback	Participant small groups

Day 3 (Thursday): Writing + reviewing policy briefs			
Time	**What**	**How/working method**	**Facilitator**
Morning 09:00 - 12:50	Write draft 2 based on review	Small groups	
12:50-1:00	Introduce the Role Play Exercise		Dushyant
1:00-2:00	Lunch		

Afternoon 2:00 - 3:00	Role play exercise, convincing policy makers	Small groups divided (one group makes the pitch, the other reviews them)	Dushyant
3:00 - 4:00	Review round 2	Small groups	
4:00 - 5:30	Finalise policy brief	Small groups	

Day 4 (Friday): Writing + reviewing case studies			
Time	**What**	**How/working method**	**Facilitator**
Morning 09:00 - 10:00	How to write a good case study + recap of key stakeholder analysis	Small groups	
10:00 - 12:30 Working coffee break	Writing	Small groups	
12:30 - 1:00	Review	Small groups	
1:00 - 2:00	Lunch		
2:00 - 3:00 pm	Second review and rewriting		
3:00 - 4:00 pm	Dissemination strategy session	Introduction (15 mins) + discussion (45 mins)	Rezky
4 pm	Wrap up		Dushyant

Preparation tasks for partners - input on which policy briefs and case studies to produce:

Policy Brief:

1. Background paper developed listing rationale for revision of DDMP using checklist (HARC + external CSOs)

2. Background paper developed to rationale for water secure development in the region: explicitly stating need for water secure development in the region (Seeds + Caritas)

3. Draft a background paper explicitly stating rationale for revision of DDMP and opportunities for enhancing implementation by IRM approaches using checklist (Unnati water security + Netcoast)

Case studies:

1. How communities are engaged in risk reduction planning and preparing GPDPs (anyone)

2.   A status report highlighting current situation of watershed in relationship with reducing water mediated risks is developed (HARC)

3.   Document listing watershed management actions is developed for integration within GPDPs and Nagar Panchayat Plan (HARC)

4.   Document listing community level actions for wetland management is developed for inclusion within GPDP (Seeds)

5.   A document listing roles and responsibilities of task forces is developed (Seeds)

6.   Suite of community level actions for wetland management are identified for inclusion within GPDP (Netcoast)

7.   Sharing of best practices ecosystem-based measures (Caritas)